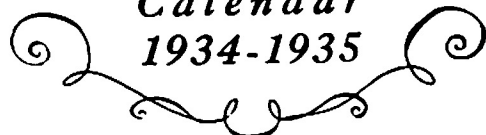


The Margaret Eaton School

COURSE OF INSTRUCTION
LEADING TO TEACHER'S DIPLOMA
IN PHYSICAL EDUCATION

Calendar
1934-1935

A decorative flourish consisting of symmetrical, swirling lines that frame the text "Calendar 1934-1935".

CORNER YONGE AND MCGILL STREETS
TORONTO



The Margaret Eaton School

FACULTY 1934-1935

FLORENCE A. SOMERS, M.A. (New York University), Director

ELIZABETH WARDLEY, B.Sc. (Northwestern University)

DOROTHY N. R. JACKSON, Graduate The Margaret Eaton School

LECTURERS:

MRS. JOHN CREIGHTON, M.A., of the University of Toronto

THORNTON MUSTARD, M.A., B.Ed., of the Toronto Normal School

E. G. STERNDAL BENNETT

PART-TIME INSTRUCTOR

KATHLEEN G. PEPLER, Graduate The Margaret Eaton School

SECRETARY:

CHARLOTTE H. LAYTON, B.A. (Acadia)

The Margaret Eaton School

History and Purpose

The Margaret Eaton School of Literature and Expression, established in 1906, included among its courses a combined course in physical education and expression. From this in 1921 developed a full two-year normal course in physical education and in 1926 when the Department of Literature and Dramatic Art was discontinued, the school became a normal school of physical education alone under the name of The Margaret Eaton School. At the head of this school of physical education was Miss Mary G. Hamilton, who for many years had been on the staff of The Margaret Eaton School of Literature and Expression. From 1926 until 1934 Miss Hamilton has been director of the school and has brought it to its present state of efficiency. To every one's regret Miss Hamilton gave up her work at the close of the school year, 1933-34. Her successor is Miss Florence A. Somers, M.A., formerly Associate Director of The Sargent School, who has been Assistant Director of The Margaret Eaton School for the past year.

The success of its graduates in positions throughout Canada, the United States and in foreign countries, is proof of the very adequate training being given by The Margaret Eaton School for those who wish to specialize in this type of work. The school aims to have as its graduates only those who have shown themselves qualified to teach and who will promote in their professional work the highest ideals. Adequately trained teachers are needed in schools and colleges, social centres or settlements, industrial and other organizations such as the Young Women's Christian Associations, and summer camps.

Calendar 1934-35

First Term	-	-	-	-	-	September 1st to November 20th
Second Term	-	-	-	-	-	November 21st to February 22nd
Third Term	-	-	-	-	-	February 23rd to May 21st
Camp Period	-	-	-	-	-	September 1st to September 28th
Christmas Vacation	-	-	-	-	-	December 20th to January 3rd, inclusive
Easter Vacation	-	-	-	-	-	April 17th to April 23rd, inclusive

Buildings and Equipment

The Margaret Eaton School is situated at the corner of Yonge and McGill Streets, Toronto. In this building there are adequate lecture rooms, social rooms, and thoroughly equipped gymnasiums for remedial and regular classes, as well as a dancing studio and a swimming tank, with modern filtration plant. Suitable space for field sports is provided at one of the city parks in the fall and spring. The indoor rink at the University of Toronto Arena is available for the skating and hockey instruction during the winter season.

For teaching practice, the school secures each year through the courtesy of the Board of Education, the use of three or four public schools where the senior students teach regular classes of the school each week under supervision.

Out-of-town students are assured comfortable living accommodation and suitable board at the St. George House, a beautiful residence situated at 119 St. George Street. The living of the students is carefully supervised, while at the same time the general rules of the house are under the control of student government. The house is under the direction of Mrs. F. G. Marriott.

Camp

An outstanding feature of the course at The Margaret Eaton School is the two months' training taken in September each year, at Camp Tanamakoon. Tanamakoon is a thoroughly equipped private camp for girls beautifully situated on Tanamakoon Lake in Algonquin Park. An attractive lodge with dining-room and recreation room, sleeping cabins, an infirmary and a tuck shop make the students comfortable. Here archery, campcraft, land sports and water sports especially canoeing, are stressed. The camp staff consists of regular faculty members and assistants, in addition to a dietitian and a trained nurse.

The Margaret Eaton School is the only institution in Canada which offers camp leadership training combined with a regular physical education course. Experience over a period of years in placing the graduates has convinced the director that prospective employers appreciate the special training that the students receive during their two months spent at camp. It is particularly valuable because many of the students and graduates of The Margaret Eaton School secure positions as camp counsellors in the various camps of the Dominion.

Life at The School

The course of study offered at The Margaret Eaton School is not alone intended to prepare young women for teaching, but to develop appreciation of other fields, and to broaden the interests of a prospective teacher for her own living. Students are urged to attend lectures, concerts, and art exhibitions which are held in the city of Toronto. Through regularly scheduled lectures held at the school they may meet outstanding personalities in the religious, social, or educational fields.

Certain school functions are under the direction of the school faculty. Other social and all athletic activities are sponsored by The Student Government and The Athletic Association.

The school encourages a programme of intra-mural games and play days with other schools in the city, although no regularly scheduled matches are held with other schools or organizations. The graduates of this school are expected to foster in the communities where they may locate, a programme of rational participation in sports or athletic activities for all members of the group or school.

The Course of Study

The course of study covers two years, from the first of September until the latter part of May. It includes those courses in both theory and practice which are essential to the preparation of the teacher of physical education. The school recognizes modern trends in physical education which have proved themselves of value, and at the same time continues the standard forms of activities which are fundamental to the course and of possible use to the graduates.

The Margaret Eaton School has been granted "co-operation" with the University of Toronto. Because of this, some of the courses for 1934-35 will be taken at the University.

Theoretical Subjects

First Year

Anatomy.
Physiology
Personal Hygiene
History of Physical Education
Theory and Practice of Play
Theory of Gymnastics
Literature
First Aid
Junior Teaching

Second Year

Applied Anatomy
Physiology of Exercise
Health Education
Hygiene and Preventive Medicine
Remedial Gymnastics and Massage
Psychology
Principles of Education
Principles of Physical Education
Methods of Teaching
Practice Teaching (under supervision)
Theory of Dancing
Sports Technique
Public Speaking

Practical Subjects

Camp Activities

Archery
Canoeing
Campercraft
Tennis
Track and Field
Water Sports

Rhythmic Activities

Folk Dancing
Character and National Dancing
Tap Dancing
Rhythms for children
Creative Dancing

Gymnastics

Fundamental
German Expression
Natural
Remedial
Swedish

Group Games and Individual Sports

Badminton
Baseball
Basketball
Ground and Ice Hockey
Lacrosse

Plain and Figure Skating
Swimming and Diving
Tennis
Volley Ball
Children's Games

Subjects of Study in Detail

THEORY

Anatomy The study of the bones, joints and muscles in detail; also of the nervous system, the vascular system, and the viscera.

Physiology The study of the interrelation of various bodily functions. This course forms the basis of work in Hygiene.

Personal Hygiene This course aims to inspire the student with an interest in maintaining the highest standards of health for herself. It supplies the scientific knowledge of personal hygiene which will not only enable her to understand her own health problems, but will give her the foundation for the teaching of hygiene.

Health Education The study of the programme in health for children in elementary and secondary schools. This includes a survey of the health services and their relation to the teaching programme, as well as a study of methods and materials of health instruction.

Hygiene and Preventive Medicine The more important communicable diseases are discussed from the standpoint of prevention; and promotion of the health of the community by medical prophylaxis and by modern sanitary practices. Deficiency diseases and those due to occupation and heredity.

Remedial Gymnastics and Massage—Instruction in the causes and recognition of scoliosis, weak feet, and faulty posture such as round shoulders, flat chest, forward head, round back, etc. The practical course in massage considers technique, methods, and means of applying this treatment.

A postural clinic is held once a week which the Seniors attend in divisions. Programmes of exercises are prepared to meet individual needs, and the treatments are given by the students, under supervision.

Psychology—An elementary course descriptive and experimental, including the study of intelligence, memory, learning, motivation, feeling, emotion, sensation, observation, thinking, imagination and personality.

Literature The study of the following texts: Two Nineteenth Century novels, Dickens' *Great Expectations*, Hardy's *Return of the Native*; two modern plays, Galsworthy's *The Silver Box*, Shaw's *St. Joan*; one volume of poems, Methuen's *Anthology of Modern Verse*; one volume of short stories, Knister's *Canadian Short Stories*; The writing and discussion of six essays based on the literary work of the year.

Voice - A discussion of the principles of communication of ideas from person to person and from one person to a group. Lectures and practical work on the voice, reading, speaking, and the conduct of meetings.

Theory and Practice of Games A study of the various theories and manifestations of play. The practical needs of all age groups are discussed and suitable material presented. Activities range from simple singing games to those of high organization.

Theory of Dancing—A course designed to give the student a knowledge of the factors and principles underlying the modern dance. The approach to the creative method of teaching; lesson planning for different ages; the use of music and music structure are studied.

History of Physical Education—The growth and development of Physical Education along with the various trends of education in world history. *A Brief History of Physical Education*, by Emmett A. Rice, is the text used.

Principles of Education—A course based upon the manual of the Ontario Department of Education. It gives the students a general survey of current practices in education and a correct sense of value of the essential principles. This course lays a foundation for that in *Principles and Methods of Physical Education*.

Principles and Methods of Physical Education—The principles, objectives and present day needs of physical education. The evaluation and selection of suitable activities for different age groups. The problems confronting a teacher in organizing a programme of physical education and methods employed in teaching.

Practice

Practice—The programme allows sufficient time for the practical side of the work, in order to develop in each student the necessary gymnastic and sport skills. Dancing is emphasized as one of the major activities for girls, and all types of dancing which are considered of educational value are taught.

Practice Teaching—All students have regular periods of practice teaching during the second half of the first year. During the second year each student teaches under supervision throughout the year in the public schools of Toronto. Individual conferences are arranged during which lesson plans for the forthcoming week are presented and criticism on the preceding lesson is given.

Swimming—The instruction in swimming includes Life-saving, Water Sports and Diving. An opportunity is given the students to qualify for Bronze and Silver Medallions and Diploma of the Royal Life Saving Society. Other Life-saving methods are presented.

Sports and Athletics—Exceptional opportunities for practice in all sports are provided at Camp Tanamakoon and also in the city.



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